

PIERVIEW ACADEMY

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

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Statement of Intent

Pierview Academy is an independent specialist school providing education for children and young people with Special Educational Needs and Disabilities (SEND). All pupils have an Education, Health and Care Plan (EHCP) on entry. We are not a Section 41 approved institution, but we work closely with Local Authorities and other external agencies to ensure that all statutory and plan-specified provision is delivered effectively.

Our mission is to enable every pupil to achieve their potential academically, socially, and personally. Many pupils at Pierview Academy have experienced barriers to learning in mainstream or alternative provision settings. We therefore focus on highly individualised programmes, addressing both educational and wider developmental needs, to ensure progress, engagement, and wellbeing.

We are committed to promoting equality of opportunity, fulfilling the duties outlined in the Equality Act 2010, and ensuring that no pupil is placed at a substantial disadvantage because of their disability. We work collaboratively with families, Local Authorities, and specialist services to deliver provision that is ambitious, person-centred, and outcome-driven.

Legal Framework

This policy has been developed with reference to:

- Children and Families Act 2014
- Education Act 1996
- Data Protection Act 2018
- SEND Code of Practice 0 to 25 years
- Keeping Children Safe in Education (KCSIE)
- Health and Care Act 2022
- Relevant statutory guidance on medical needs, safeguarding, and mental health provision in schools

Pierview Academy's SEND provision operates alongside the school's core policies including: Admissions, Behaviour, Safeguarding, Supporting Pupils with Medical Conditions, Accessibility, and Data Protection.

Objectives

Through this policy, Pierview Academy aims to:

1. Deliver the specific provision outlined in each pupil's EHCP, ensuring personalised, high-quality support.
2. Provide a curriculum that is broad, balanced, and adapted to the individual learner's needs—including ensuring that students in KS4-5 receive a blended curriculum of formal and vocational learning.
3. Promote social, emotional, and mental health alongside academic progress.
4. Enable pupils to make a successful transition to adulthood, including independent living, further education, and employment.
5. Collaborate effectively with parents, carers, professionals, and Local Authorities to optimise outcomes.

6. Ensure that staff have the skills, resources, and guidance necessary to implement effective SEND provision.

Roles and Responsibilities

Executive Board

- Monitors the quality and impact of SEND provision.
- Ensures appropriate resources and staffing are in place.
- Reviews progress and strategic priorities with a focus on inclusive education.

Headteacher

- Oversees strategic implementation of SEND provision.
- Ensures statutory compliance and partnership with commissioning Local Authorities.
- Maintains high expectations for all pupils and ensures that EHCP outcomes are central to planning.
- Provides line management and support for the SENCO and teaching staff.

SENCO / Assistant SENCOs

- Holds, or is actively working towards completing, the mandatory **National Professional Qualification for SENCOs (NPQ for SENCOs)** within the required statutory timeframe.
- Coordinates day-to-day SEND provision and monitoring.
- Liaises with families, external professionals, and Local Authorities.
- Supports staff in delivering EHCP outcomes and personalised interventions.
- Maintains accurate records and monitors progress against EHCP targets.

Teachers and Key Stage Teams

- Deliver personalised teaching in line with EHCP outcomes.
- Assess and review pupil progress continuously, adjusting strategies as needed.
- Collaborate with support staff, therapists, and other professionals.
- Promote engagement, independence, and participation in all aspects of school life.

Admissions

All admissions follow consultation with the relevant Local Authority. The Headteacher ensures the school can meet the pupil's EHCP needs before confirming placement.

Pre-admission planning includes:

- Gathering detailed information from previous schools and professionals.
- Meeting with parents and, where appropriate, the pupil to identify priorities.
- Designing a personalised timetable and support package to ensure a smooth start.

Identifying and Assessing Need

Although all pupils arrive with an EHCP, individual assessment is essential.

- Baseline assessments include reading, spelling, numeracy, cognitive profiling, and functional skills evaluation.
- Information from previous schools, health, and social care professionals is reviewed.
- Assessment data informs individual educational targets, curriculum differentiation, and intervention strategies.

The school addresses all four areas of need identified in the SEND Code of Practice:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical Needs

Identification of additional needs is continuous, with staff trained to recognise emerging difficulties, including those arising from bereavement, trauma, or mental health challenges.

Safeguarding

Pupils with SEND are particularly vulnerable to abuse, neglect, and bullying. Staff are trained to recognise additional barriers in this cohort, including:

- Misinterpretation of behaviours or injuries as being solely linked to SEND.
- Social isolation and peer-related risks.
- Difficulty communicating concerns or understanding online safety risks.

The DSL works closely with the SENCO to ensure that safeguarding arrangements are responsive to these vulnerabilities.

Physical intervention is only used when necessary, following the school's Behaviour and Physical Intervention Policy and TEAM TEACH de-escalation principles. Parents are informed, and detailed records are maintained.

SEND Support

Pierview Academy adopts a personalised, graduated approach to meeting pupils' needs, following the **Assess-Plan-Do-Review** cycle:

- **Assess** – baseline and ongoing assessment to understand learning, emotional, social, and medical needs.
- **Plan** – targets and interventions are identified collaboratively with parents, professionals, and pupils.
- **Do** – implementation of interventions, therapies, differentiated teaching, and pastoral support.
- **Review** – impact of interventions is evaluated; outcomes and provision are updated accordingly.

Support may include:

- One-to-one, small group, or blended teaching ratios (1:1, 2:1, 3:1)
- Structured literacy, numeracy, and functional skills programmes
- Speech and language therapy, occupational therapy, or specialist health input
- SEMH and behavioural interventions
- Therapeutic approaches and social skills development

Pupils with English as an Additional Language (EAL) are considered carefully; slow progress is not automatically attributed to language acquisition alone.

Curriculum and Teaching

- Secondary and post-16 pupils engage with National Curriculum (including iGCSEs), Functional skills, vocational pathways and Lifeskills. A semi-formal curriculum is followed by students who cannot access a formal curriculum, through a combination of Functional skills and Lifeskills.
- Differentiation and scaffolding are embedded in all lessons, with a focus on accessing the full curriculum according to ability and EHCP outcomes.
- Individual targets are recorded and regularly reviewed.

Specific Interventions, Strategies, and Resources

At Pierview Academy, each pupil's learning and development are supported through a wide range of targeted interventions and strategies, matched to their area of need and specified in their EHCP. Staff work collaboratively to ensure that interventions are integrated into daily teaching and pastoral support.

Cognition and Learning

Literacy and Reading

Pupils receive personalised reading support tailored to their level, including one-to-one reading sessions. Programmes include:

- **Power of Reading** and **Twinkl Phonics** to build foundational literacy skills
- Functional English skills that develop student's independence e.g. formal letter writing, job applications etc.
- Phoneme awareness, word reading, and comprehension checks
- Repetitive teaching and pre-teaching of vocabulary to consolidate learning

Writing and Spelling

Support focuses on developing written expression and spelling skills:

- Provision of word banks and key vocabulary lists

- Designated spelling lists to reinforce high-frequency and subject-specific words
- Multi-sensory approaches to strengthen literacy acquisition

Numeracy

Mathematical learning is reinforced through structured programmes and practical strategies:

- Power of One / Two to develop speed, fluency, and basic mathematical skills
- Explicit teaching of mathematical vocabulary
- Differentiated learning within daily maths sessions
- Individualised plans informed by assessment tools such as Skills Forward
- 1:1 maths intervention sessions for any students falling behind

Communication and Interaction

Pupils receive support to develop expressive and receptive language, social interaction, and communication skills:

- Use of visual cues and classroom visual supports
- Augmentative or alternative communication systems as required
- Structured interaction opportunities and social skills groups
- Support from Speech and Language Therapists, with recommendations embedded in daily lessons
- Repetitive teaching of new concepts and multiple ways for pupils to demonstrate understanding beyond oral responses

Social, Emotional, and Mental Health (SEMH)

Social Development

- Whole-school strategies to enhance social skills and self-esteem
- Small-group social skills programmes and after-school clubs
- Use of social stories to prepare pupils for social interactions and transitions
- Monitoring and analysis of peer interaction and friendship networks
- Regular links to SMSC topics embedded in the curriculum

Emotional and Mental Health

- Positive behaviour strategies aligned with the Behaviour Policy
- Meetings with parents to agree, monitor, and review behaviour targets
- Calming spaces and mentoring sessions to support daily regulation
- Liaison with external agencies such as CYPMHS and ADHD Solutions for targeted support
- All staff trained in TEAM TEACH, de-escalation, and positive handling strategies

Sensory, Physical, and Medical Needs

Medical Support

- Individual care plans for conditions such as epilepsy, diabetes, or ADHD
- Access to specialist paediatric nurses, school nurses, and health visitors
- High proportion of trained first aiders, including paediatric first aid

Sensory Needs

- Adaptation of learning materials and classroom environment for visual or hearing impairments
- Provision of enlarged or modified resources as required
- Support with sensory regulation for pupils who are over-sensitive to noise, light, or other environmental stimuli

Integration of Interventions

All interventions are embedded into the pupils' timetable and aligned with EHCP outcomes. Staff continually review and adapt strategies based on pupil progress and feedback from multidisciplinary teams. The combination of academic, social, emotional, and physical support ensures that each pupil has the opportunity to achieve their full potential in a safe and inclusive environment.

Examination Access Arrangements

Where pupils are entered for qualifications, access arrangements are implemented according to examination board criteria and evidence of need.

Transition

Transitions into Pierview and between Key Stages are carefully managed:

- Phased induction and familiarisation visits
- Social stories and visual supports
- Structured planning for Year 9+ to support preparation for adulthood

Involving Pupils and Parents

- Annual EHCP reviews are held in line with statutory guidance.
- Parents are consulted regularly and receive termly progress updates.
- Pupils are supported to express their views in reviews and daily learning.

Reviewing EHC Plans

- Reviews are scheduled at least annually and coordinated with Local Authorities.
- Reports are circulated in advance to parents and professionals.
- Re-assessment requests are made if needs significantly change.

Supporting Preparation for Adulthood

- From Year 9 onwards, EHCP reviews focus on employment, independent living, and social participation.
- Careers guidance, FE provider liaison, and work experience are integrated into planning.
- Development of self-advocacy, community engagement, and life skills is prioritised.

Behaviour, Pastoral and Medical Support

- Behaviour is managed positively using relational, trauma-informed approaches with clear expectations and rewards.
- TEAM TEACH de-escalation and safe intervention strategies are embedded.
- Medical needs are managed through individual care plans.
- Key Stage teams oversee social, emotional, and pastoral support, collaborating with external agencies as needed.

Specialist Services

Pierview Academy accesses external services including:

- Speech and Language Therapy
- Occupational Therapy
- Educational Psychology
- Psychologist
- CYPMHS
- Paediatricians and Nurses

Staff Training

- All staff are trained in safeguarding, SEND awareness, TEAM TEACH, mental health, and trauma-informed approaches.
- The SENCO holds or is actively completing the **National Professional Qualification for SENCOs (NPQ for SENCOs)** as required by national statutory standards.
- Senior leadership and key staff maintain up-to-date professional development in line with statutory guidelines and pupil needs.

Local Offer and Publishing Information

- Local offer is shared with parents during annual review meetings and/or through email.
- Pierview publishes information on SEND provision, access, and outcomes via the school website.

Use of Data and Record Keeping

- Records are maintained securely in accordance with GDPR and the Data Protection Act 2018.
- Progress, provision, and intervention impact are monitored systematically.
- Confidential information is only shared in accordance with legal requirements and safeguarding needs.

Monitoring and Review

This policy is reviewed annually by the Headteacher. Any updates are communicated to staff, parents, and relevant stakeholders.

Next review date: September 2027